Planting the Seeds

Growth in Rural Education^2

a Series of Choices

Alberta
EDUCATION

Purpose and Background

The *Planting the Seeds - Growth in Rural Education*[2]*... a Series of Choices* is the second document outlining effective practices for programming in small and rural schools. The first document, *Planting the Seeds - Growth in Rural Education ... a Series of Choices*, was published in 2001 as a partnership between Buffalo Trail Public Schools Regional Division, the Alberta School Boards Association and Alberta Education.

Acknowledgements

Alberta Education acknowledges the leadership and guidance provided by the Minister's Advisory Committee on Small School Programming in the development of this document. The Minister's Advisory Committee on Small School Programming has representation from the following:

- Administrators from small schools
- Alberta Education
- Alberta Home and School Councils' Association
- Alberta School Boards Association
- Association of School Business Officials of Alberta
- College of Alberta School Superintendents
- Fédération des Conseils Scolaires Francophones de l'Alberta
- First Nations Education Authorities

Additional copies of this series are available from:
Alberta Education
Field Services
9th Floor, 44 Capital Boulevard
10044 - 108th Street
Edmonton, Alberta T5J 5E6
Phone: (780) 427-5381
Fax: (780) 422-9682
or toll-free in Alberta by dialing 310-0000
Email: Loraine.Steele@gov.ab.ca
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ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

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Planting the seeds : a series of choices.

Series: Growth in rural education; no.2
ISBN 0–7785–4316–1

I. Rural education—Alberta. 2. Education, Rural—Alberta.
I. Title. II. Series.

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2008-060617

Planting the Seeds Growth in Rural Education[2]

a Series of Choices

1. Outreach School Partnership
   Sequoia Outreach School (Golden Hills School Division/ Siksika Board of Education)

2. Mobile CTS Lab
   Bassano School (Grasslands Regional Division)

3. Girls Hockey Program
   Warner School (Horizon School Division)

4. CTS Partnership
   (Lakeland College/Buffalo Trail Public Schools Regional Division)

5. Rural Advanced Community of Learners
   La Crete School (Fort Vermilion School Division)

6. Laptops For Students
   Granum School (Livingstone Range School Division)

7. Teacher Laptops and Smartboard Technology
   Stavely School (Livingstone Range School Division)

8. Learning Live
   Notre Dame High School (Red Deer) and
   St. Matthew School (Rocky Mountain House)
   (Red Deer Catholic Regional Division)

9. Video Conferencing
   (Grande Yellowhead Regional Division)

Alberta Education Field Services Contact:
Loraine Steele, Director
Zone 4 Services
(780) 427-5381 or toll-free in Alberta by dialing 310-0000

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2008-06061

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Growth in Rural Education[2]

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Planting the Seeds

Growth in Rural Education 2

a Series of Choices

1

Outreach School Partnership

Description of the Project

The Sequoia Outreach School is a partnership between Golden Hills School Division and Siksika Board of Education. It is benefiting students who are at risk of dropping out of school. Approximately 80 high school students are now registered in this alternate school that is housed in the United Church basement in Gleichen. One-half of the students come to the school on Mondays and Wednesdays while the other one-half come on Tuesdays and Thursdays. Students work on lesson material at home as well.

For students to attend this school, they must be recommended by the principal of the school they would usually attend. The students build their own programs from Alberta Distance Learning Centre courses, Golden Hills virtual courses, and from some courses provided by the Sequoia Outreach School. Students work quite independently in a comfortable and friendly environment. The school provides additional services to students, including personal and career counseling, study skills and time management, conflict resolution, and work experience.

There are 1.4 full-time equivalent teachers and 2.2 teaching assistants. Nineteen of the students are parents who bring their children to the school. Children have a play room and materials which helps students who are parents keep up with their education. Parenting and life skills are components of the high school student's education program. Community members mentor some students to achieve their career goals. As well, the school is building a teepee with extensive involvement of elders from the Siksika First Nation.

Golden Hills School Division contact:

Mr. Edwin Holt
Associate Superintendent

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Strathmore, AB T1P 1J4

Phone: (403) 934-5121

Email:
eholt@goldenhills-schools.com

Results Achieved

Students who might consider leaving school are able to continue their studies in a more flexible environment. For the students with children, this outreach school is very beneficial. Many of these students appreciate that they have an access point to other services such as counseling and parenting classes. Students at the Outreach School Partnership enjoy coming together with friends and taking part in school ski trips and other school activities. They also appreciate being able to receive high school credits in cosmetology, physical education, and wildlife studies through a local high school.

Resources and References

Outreach Programs

Description

Outreach programs provide an educational alternative for students who find that the traditional school setting does not meet their needs, due to individual circumstances. The program provides students with resources that improve their ability to succeed academically and socially. An outreach program takes a flexible approach to teaching and learning in recognition of individual student needs.

Outreach programs generally serve students of senior high school age. However, they also may serve elementary and junior high school students experiencing difficulties with effective learning in regular programs. For complete outreach program funding information, see the *Funding Manual for School Authorities*.

Getting Started

Outreach programs must be offered in a stand-alone facility, separate from a building already in use as a school. The facility must meet Alberta building, health and safety standards for school buildings. The school board must ensure that its liability insurance extends to include the stand-alone facility for the outreach program.

A school board motion must grant approval to the school to offer the outreach program. To support implementation, the school board must develop written policies addressing student eligibility, attendance requirements and performance expectations.

The outreach program must provide students with educational services in addition to distance learning courses and materials. Examples of such services are personal and career counselling, conflict resolution, anger management training, time management and study skills.

The programs of study shall be authorized by a board motion and must consist of Alberta Education's Programs of Study and/or locally developed junior or senior high courses.

School jurisdictions choosing to run their outreach program as a school will be required to meet the legislative and policy requirements associated with operating a school; for example, designating a school principal, establishing a school council, preparing annually a school three-year education plan and a school annual education results report, and following the *Closure of Schools Regulation* and other regulations.

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A school board intending to offer an outreach program must complete and submit to its Alberta Education Zone Director an Application to Operate a New Outreach Program form by March 31 for the subsequent school year. Alberta Education may not approve all applications. Once granted, program funding approval is ongoing. School boards leasing facilities for instruction must apply to Alberta Infrastructure and Transportation by December 31 and receive approval to be eligible for Plant Operations and Maintenance funding.

References

Outreach programs are referred to in the following documents:

- *Outreach Programs Handbook*
  www.education.gov.ab.ca/educationsystem/OutreachProgHandbook.pdf
- *Guide to Education: ECS to Grade 12*
  www.education.gov.ab.ca/EducationGuide/pdf_files/handbook.pdf
- *K-12 Learning System Policy, Regulations and Forms Manual*
  www.education.gov.ab.ca/EducationGuide/pol-plan/polregs/toc.asp
- *Funding Manual for School Authorities*
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References

Outreach programs are referred to in the following documents:

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- *Funding Manual for School Authorities*
  www.education.gov.ab.ca/funding/FundingManual/

2 Mobile Career and Technology Studies Laboratory

Description of the Project

Grasslands Regional Division provides a mobile classroom for students in small schools to have access to Career and Technology Studies (CTS) courses. In 2002, the school division in partnership with Alberta Infrastructure and Transportation built a mobile lab that could be used to offer Fabrication Studies and Mechanics courses to students attending four small schools. The lab is moved to schools on a rotating schedule over a period of two years.

Currently the lab is rotated between two schools, Bassano and Duchess. Students from another small school travel to Duchess when the CTS lab is at that school. The lab is designed to serve 25 students and totally self-contained. It generates its own power and can be set up at the school very easily. The front half of the lab accommodates six welding booths; the rear half houses tool cribs, workbenches and a ramp on which vehicles can drive onto the trailer.

A qualified teacher travels with the mobile lab. Students must apply to take the CTS courses offered; 16 students are selected for each class. One class of six students receives instruction after school.

Grasslands Regional Division contact:

Mr. Calvin Cosh
Superintendent

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Phone: (403) 793-6700

Email:
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Results Achieved

Student interest in welding and mechanics is high. The lab is appreciated by the students and the communities it serves. Students want to gain skills in welding and mechanics so they can stay in their home area to work after completing school.

Resources and References

Career and Technology Studies (CTS) - Program Overview

CTS is an optional program designed for Alberta's secondary school students. As a program of choice, CTS helps junior and senior high school students to:

- develop skills they can apply in daily living now and in the future
- investigate career options and make effective career choices
- prepare for entry into the workplace or further learning.

The 1-credit course structure of CTS enables schools to design unique clusters of courses that meet the needs of students and take advantage of community resources. Developed across levels rather than grades, CTS has multiple entry points and provides junior and senior high school students with access to a common curriculum.

The CTS curriculum is organized into strands and courses as outlined in the following chart. Each strand represents a group of courses designed to support broad career and occupational opportunities. Courses are the building blocks for each strand, and define what a student is expected to know and be able to do.

CTS Strand	# of Courses	CTS Strand	# of Courses
Agriculture	33	Fashion Studies	29
Career Transitions	30	Financial Management	16
Communication Technology	33	Foods	37
Community Health	31	Forestry	21
Construction Technologies	46	Information Processing	53
Cosmetology Studies	58	Legal Studies	13
Design Studies	31	Logistics	12
Electro-Technologies	37	Management and Marketing	23
Energy and Mines	26	Mechanics	54
Enterprise and Innovation	8	Tourism Studies	24
Fabrication Studies	44	Wildlife	17

For more information contact:

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(780) 422-3275 or toll-free in Alberta by dialing 310-0000

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Articulation agreements have been established between CTS strands and a number of the Alberta Apprenticeship Training programs, including Automotive Service Technician and Welder trades. Through these agreements, students who complete required CTS courses and successfully challenge appropriate theory and practical examinations may qualify for:

- a portion of the trade's in-school training program, and/or
- on-the-job time credit within the trade.

Reference

Information on the Career and Technology Studies program is available on-line at:
www.education.gov.ab.ca/k_12/curriculum/bySubject/CTS/

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Information on the Career and Technology Studies program is available on-line at:
www.education.gov.ab.ca/k_12/curriculum/bySubject/CTS/

3 Girls Hockey Program

Description of the Project

Warner School and Horizon School Division implemented the Warner Hockey School program as a way to attract new students to the school and to the community. Two years of planning and 10,000 hours of volunteer time paid off with a successful launch of the program in September 2003. In the 2004/2005 school year there were 23 girls registered in the program from Alberta, British Columbia, Prince Edward Island, New Brunswick and Sweden.

Students apply to the hockey school program and pay a hockey fee of $14,000. Students from outside the province and country have an additional $6,000 tuition fee for their schooling. In 2004/2005, all but one of the students in the program are in high school. The team played in a Midget AA league in southern Alberta. Students are billeted in family homes in Warner.

Adding 20 students to a high school of only 25-30 students has been very positive for school programming. Cycling of courses is disappearing at the school and new course offerings such as Physics 20 have been added. The school has been able to eliminate triple grading at the elementary level as well. The school is planning to increase enrolment in the hockey program to 40 girls. The girls enjoy the low student-to-teacher ratio and the friendliness of the school and community.

The Girls Hockey Program enjoys tremendous support from the community. The arena has undergone extensive renovations and a residence for up to 40 girls will be ready for occupancy in September 2005.

Results Achieved

There is high interest in this program. Although it takes a large amount of volunteer time by the school and community, it is helping to keep the school and community viable. The school has been able to maintain double grading at the lower grades and will be able to eliminate cycling of courses at the high school level. A few new courses will be added, including drama and physics.

Horizon School Division contact:

Mr. Eric Johnson
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eric.johnson@horizon.ab.ca

Resources and References

Alternative Programs

School Act

21(1) In this section, "alternate program" means an education program that

(a) emphasizes a particular language, culture, religion or subject-matter, or

(b) uses a particular teaching philosophy, but that is not a special education program, a program referred to in section 10 or a program of religious education offered by a separate school board.

(2) If a board determines that there is sufficient demand for a particular alternate program, the board may offer that program to those students whose parents enrol them in the program.

(3) A board that offers an alternate program shall continue to offer the regular education program to those students whose parents do not enrol them in the alternate program.

(4) If a parent enrols a student in an alternate program the board may charge that parent fees for the purpose of defraying all or a portion of any non-instructional costs that

(a) may be incurred by the board in offering the alternate program, and

(b) are in addition to the costs incurred by the board in providing its regular education program.

Description

Alberta Education reserves the term "alternative program" for a program offered under section 21 of the *School Act* (RSA 2000). Some examples of alternative programs are:

- Emphasis of a particular language: French Immersion, Ukrainian Immersion, Mandarin Immersion, Spanish Immersion
- Emphasis of a particular culture: First Nations cultural schools
- Emphasis of a particular religion: Christian or Jewish-based programs
- Emphasis of a particular subject matter: visual or performing arts programs, sports programs, mathematics and science infusion
- Programs using a particular teaching philosophy: direct instruction/mastery learning, multiple intelligences, constructivism, Montessori

Getting Started

Alternative programs are established at the discretion of the local school board. Once established, it is the parent's choice whether to enrol their child. Alberta Education has prepared the *Alternative Programs Handbook* to assist in starting alternative programs.

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Program proposals may originate with parents, community or interest groups or with school jurisdiction staff. Alberta Education does not set out a process for the establishment of alternative programs. Alberta Education requires boards interested in offering an alternative program, to develop policy and procedures for the establishment of alternative programs. If a board determines that an alternative program is desirable, and there is sufficient demand for the program, the board may offer that alternative program to students whose parents choose to enrol them in the program.

References

- Policy 1.1.5 *Alternative Programs Policy*
  www.education.gov.ab.ca/EducationGuide/pol-plan/polregs/115.asp
- *Alternative Programs Handbook*
  www.education.gov.ab.ca/EducationSystem/AltProgHandbook.pdf

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- Emphasis of a particular culture: First Nations cultural schools
- Emphasis of a particular religion: Christian or Jewish-based programs
- Emphasis of a particular subject matter: visual or performing arts programs, sports programs, mathematics and science infusion
- Programs using a particular teaching philosophy: direct instruction/mastery learning, multiple intelligences, constructivism, Montessori

Getting Started

Alternative programs are established at the discretion of the local school board. Once established, it is the parent's choice whether to enrol their child. Alberta Education has prepared the *Alternative Programs Handbook* to assist in starting alternative programs.

Alberta Education
Field Services Zone Directors

Zone 1	Terry Wendel (780) 427-5393
Zone 2/3	Doug McDavid (780) 427-6714
Zone 4	Loraine Steele (780) 427-0929
Zone 5	David Woloshyn (780) 427-5382
Zone 6	Doug Coffin (780) 427-5412

or toll-free in Alberta by dialing 310-0000

Alberta Education
9th Floor, 44 Capital Boulevard
10044 - 108 Street
Edmonton, AB T5J 5E6

Program proposals may originate with parents, community or interest groups or with school jurisdiction staff. Alberta Education does not set out a process for the establishment of alternative programs. Alberta Education requires boards interested in offering an alternative program, to develop policy and procedures for the establishment of alternative programs. If a board determines that an alternative program is desirable, and there is sufficient demand for the program, the board may offer that alternative program to students whose parents choose to enrol them in the program.

References

- Policy 1.1.5 *Alternative Programs Policy*
  www.education.gov.ab.ca/EducationGuide/pol-plan/polregs/115.asp
- *Alternative Programs Handbook*
  www.education.gov.ab.ca/EducationSystem/AltProgHandbook.pdf

4

Career and Technology Studies (CTS) and Locally Developed Courses Creating Partnerships for Delivery

Description of the Project

Buffalo Trail Public Schools Regional Division, in partnership with Lakeland College, is offering high school students introductory and intermediate mechanics modules and introductory welding. Buffalo Trail is also partnering with *fire etc.*, a division of Lakeland College, to deliver a locally developed course on fire training.

Students from a number of small high schools are able to register for mechanics or welding. Lesson material has been placed on computers at each school and CTS teachers at the school teach the course. Students travel to Lakeland College in Vermilion for six days of hands-on lab work for each 3-credit course. Excellent shop facilities and shop instructors at Lakeland College help to make these courses very popular with students. Most of the students are in high schools with no access to mechanics equipment or facilities.

Fire training is offered in the same way with students travelling to Vermilion to receive hands-on training from *fire etc.* Many of these students are already members of local volunteer fire departments in their home towns. As a result of this experience, some of the students are planning a career in fire fighting.

Buffalo Trail Public Schools Regional Division contact:

Mr. Greg Bass
Superintendent

1041 - 10A Street
Wainwright, AB T9W 2R4

Phone: (780) 806-2060

Email:
gregbass@central.btps.ca

Results Achieved

Students enjoy having the CTS mechanics and welding modules offered in schools where facilities are not available. Lakeland College appreciates having the opportunity to demonstrate what the college can offer to high school students. Students indicate that courses offered in a college setting have helped them become interested in pursuing trades training after high school.

The students in the locally developed fire-training course find it interesting and practical. Many of these students want to become fire fighters.

Resources and References

Locally Developed Courses

Alberta Education supports the local development and authorization of junior high school and senior high school courses, which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level, and to meet the unique needs of a local community.

In developing/acquiring instructional materials, school boards should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for student developmental stages and criteria for instructional design.

Instruction in a locally developed course being offered for credit should not commence without the prior approval of the school authority.

Prior to submitting a senior high school locally developed/acquired course outline to the school authority for approval, the course outline is to be forwarded to the Director, Curriculum Branch for review regarding overlap with provincially authorized curriculum. The review documentation, along with the course outline, is to be filed with the school authority as it considers course approval.

School authorities then forward all completed authorizations and course outlines of credit courses, including second language courses, to the Director, Curriculum Branch, by May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year. Alberta Education keeps these on file and maintains a locally developed/acquired course database.

All school authorities wishing to continue offering a locally authorized course need to reauthorize their locally developed/acquired courses or programs every three years. Reauthorizations do not require a review for overlap by the Curriculum Branch.

School authorities must be authorized to offer senior high school locally developed/acquired courses in order to report marks and credits for these courses.

School authorities are to inform the Director, Curriculum Branch, of all locally developed/acquired course reauthorizations, including second language courses. New board motions for these reauthorizations also are to be forwarded to the Director, Curriculum Branch, for all courses, including second language courses.

For more information contact:

Merla Bolender
Director
Curriculum Branch
Alberta Education
(780) 422-2856 or toll-free in Alberta by dialing 310-0000

References

For more information on locally developed/acquired and locally authorized junior and senior high school complementary courses, refer to the *K-12 Learning System Policy, Regulations and Forms Manual*.

- Policy 1.2.1 *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses*
  www.education.gov.ab.ca/EducationGuide/pol-plan/polregs/121.asp
- *K-12 Learning System Policy, Regulations and Forms Manual*
  www.education.gov.ab.ca/EducationGuide/pol-plan/polregs/toc.asp

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5

Rural Advanced Community of Learners (RACOL)

Description of the Project

The Rural Advanced Community of Learners project is developing a model of teaching and learning that utilizes the potential of broadband networks and advanced digital technologies to provide programs to students. In Fort Vermilion School Division, six schools are connected via videoconferencing technology that allows teachers to instruct up to four classrooms at once.

RACOL's learning suite architecture is successfully operating over Alberta SuperNet in Fort Vermilion School Division's schools. Key partners in developing the learning suites include CANARIE, Netera Alliance and the school division. Other partners for this project include: Alberta Innovation and Science, Alberta Education, University of Alberta, University of Calgary, Bell Canada, The Banff Centre, Sonic Design Interactive Inc., and Northern Alberta Institute of Technology.

Each of the high schools is equipped with a Virtual Presence Learning Environment where broadcast-quality audio and video can be sent and received. Students in small high schools are now taking courses such as Science, Physics, Mathematics and French delivered from a remote site. Students or teachers at each location see the lesson presenter on one large monitor and students on a second large monitor. Students ask questions through the use of question buttons at each of the student stations. Everything that happens synchronously is stored and made available to students asynchronously via streaming video.

Results Achieved

Students find the learning suites to be well-suited to learning from a distance. The high quality of the audio and video allows students to interact easily with the teacher and with each other during class discussions. Students find the technology, including the SmartBoard, very effective for learning. Students find learning to be much easier by having a teacher directly involved with the lessons . The use of the learning suites by post-secondary institutions has helped build a stronger learning system for the whole community.

Fort Vermilion School Division contact:

Mr. Roger Clarke
Superintendent

P.O. Bag 1
Fort Vermilion, AB T0H 1N0

Phone: (780) 927-3766

Email:
RogerC@fvsd.ab.ca

Resources and References

Alberta SuperNet

Description

- Alberta SuperNet is an unprecedented initiative to make Internet Protocol (IP) broadband connectivity available to all schools, hospitals, libraries, government buildings and municipalities throughout the province.
- Approximately 4,700 facilities in 429 communities across Alberta will have access to the network by 2005.
- Bandwidth will be available to service providers at competitive rates to supply high-speed network services to businesses and residences in connected communities.
- SuperNet will provide Albertans with opportunities to access services (e.g., videoconferencing) at rates comparable to those available in urban centres.

How It Works

Alberta SuperNet is a unique public and private partnership among the Government of Alberta, Bell West and Axia SuperNet Ltd., to create one of the world's most extensive fibre-optic and wireless networks.

- The network comprises two seamless areas – a Base Area and an Extended Area.
- The Base Area is made up of 27 communities where competitive high-speed network services already exist.
- The Extended Area includes 402 communities where the private sector has been unable to make a business case to offer high-speed connectivity.

The Government of Alberta has invested $193 million over three years to build the sustainable and scalable network. As prime contractor, Bell West invested over $100 million to build the Base Area. Bell West has also built the Extended Area. The Government of Alberta has a 10-year renewable contract with Axia SuperNet Ltd. to manage and operate Alberta SuperNet. Wherever practical, Alberta SuperNet purchased or leased existing infrastructure. Alberta SuperNet is designed to be self-sustaining. Revenue collected will be used for operational costs and capital maintenance.

Why

Rural Albertans face a definite disadvantage in a growing knowledge economy as the necessary broadband network infrastructure either does not exist in their areas or rural rates for accessing these services are prohibitive. Not all urban communities have affordable access to high-speed network services now. In urban areas, SuperNet will bring the necessary infrastructure closer, and increase the opportunity for business and residents to access services. Alberta SuperNet will enable service providers, such as telecommunications, wireless or cable companies to access the network at competitive rates. These service providers, in turn, will be able to offer commercial and residential telecommunications and high-speed Internet services at rates comparable to those in urban centres.

For more information contact:

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Alberta Education

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Email:
Erwin.Loewen@gov.ab.ca

Reference

www.albertasupernet.ca

5

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Fort Vermilion School Division contact:

Mr. Roger Clarke
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Reference

www.albertasupernet.ca

For more information contact:

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Senior Network Analyst
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Alberta Education

Phone: (780) 427-0253 or toll-free in Alberta by dialing 310-0000

Email:
Erwin.Loewen@gov.ab.ca

6 Laptops For Students and SmartBoard Technology

Description of the Project

A Livingstone Range School Division school in Granum serves approximately 180 students from K-9. A few years ago, the school was revitalized through a shift to 'multi-age grouping' as an instructional approach. As well, in February 2002 all students in the grade 7-9 grouping were given access to a laptop computer. Each classroom is equipped with SmartBoard technology and permanent projectors to enhance teaching and learning.

Technology connects teachers and students in all the Granum School classrooms through a wireless network. In grades K-6, teachers and students use the classroom computer to help with lesson presentation. In grades 7-9, students use their laptops during class to take notes. All teachers have a laptop computer as well. Students and teachers have access to the Internet through the wireless network.

The opportunity for each student to have a laptop computer resulted from a partnership between the school division and Hewlett Packard, a private computer company. About 60 students have access to a personal laptop which they use at school and at home. Students and teachers can easily share files because of the wireless network at the school. For example, a weekly instruction plan is prepared by teachers and accessed by students. Assignments are completed on the computer and electronically transferred to the teacher for marking. Students have immediate access to information through the server and Internet.

Livingstone Range School Division contact:

Dr. David Rideout
Superintendent

5202 - 5 Street East
P.O. Box 1959
Claresholm, AB T0L 0T0

Phone: (403) 625-3356

Email:
rideoutd@lrsd.ab.ca

Results Achieved

Students and their families appreciate that technology is available to rural students and that it is used every day in class. Through the use of technology, assignments are easier to keep track of and work at home can be easily transferred back to school. Some students who have difficulty writing notes and assignments by hand enjoy using computers and find their work to be of better quality. Students enjoy making presentations during class because it is easy to connect to the classroom projector through such programs such as PowerPoint.

Resources and References

LearnAlberta.ca is an Alberta Education website that offers engaging multimedia resources for Alberta's teachers, parents, and students.

LearnAlberta.ca is a Web site available in both English and French that supports lifelong learning by providing quality online resources to the Kindergarten to Grade 12 (K-12) community in Alberta. Students, teachers, and parents will find multimedia-learning resources that are correlated to the Alberta Education curriculum and developed in consultation with various stakeholders.

LearnAlberta.ca is a safe, reliable, and innovative repository of resources developed by Alberta Education that can be used to support teaching and learning in a variety of settings including face-to-face classrooms, virtual or online learning environments, home education, distance learning, blended learning environments, and support for homework assignments and research projects. These multimedia resources engage students by using video clips, animations, interactive lessons, problem-solving strategies, glossaries and much more to help them learn new things in fun ways. Students, teachers, and parents can also use these resources to supplement other resources like textbooks, library resources, and CD-ROMs.

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In most publicly funded Alberta schools, access is facilitated technically behind the scenes so teachers and students do not need to enter their userID and password at school. However, userIDs and passwords are required to access these resources from a computer outside of school. To obtain a userID and password, contact your local school or division jurisdictional technology contact, school authority or classroom teacher, or your principal. Post-secondary users should contact their program heads for this information. LearnAlberta.ca userIDs and passwords are issued once each year, in September.

New resources for LearnAlberta.ca are continuously being developed for various grade levels and subjects. Please visit the site frequently, and join the LearnAlberta.ca mailing list (go to the "About" page) to keep informed about new resources.

For more information contact:

Louise Bentley
Assistant Director
Online Development
Learning Technologies Branch
Alberta Education

Phone: (780) 427-7574 or toll-free in Alberta by dialing 310-0000

Email:
Louise.Bentley@gov.ab.ca

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7

Classroom Laptops and SmartBoard Technology

Description of the Project

One of the smaller schools in Livingstone Range School Division, Stavely School has integrated technology into every classroom by the use of a wireless network, teacher laptops, and writing devices called Student Writers. This school of 70 students in grades K-6 also makes use of SmartBoard technology in every classroom.

The school equipped every room with a SmartBoard, classroom projector and a classroom laptop for use by the teacher. Each classroom has at least four computers for student use and one for input from the Student Writers. A mobile unit with more than 30 Student Writers is available to be booked by teachers. Students can sign out individual units.

Most lessons are presented with the aid of the SmartBoard technology and teachers use laptops to prepare lessons and store assignments. The entire student body is very comfortable with the Student Writers technology. Students type their ideas into the writer and then electronically send it to a classroom computer to be stored on the network.

Livingstone Range School Division contact:

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Superintendent

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Phone: (403) 625-3356

Email:
rideoutd@lrsd.ab.ca

Results Achieved

The school is a model for integrating technology into student learning at the elementary level. Students enjoy being involved in the *Telus 2Learn* projects with other classes across the province and using the Student Writers technology to prepare assignments. Teachers use the laptops for most lesson preparation and assignments. Material is most often presented and received on the SmartBoard.

Resources and References

Information and Communication Technology

The Information and Communication Technology (ICT) curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. Students in Kindergarten to Grade 12 will be encouraged to grapple with the complexities, as well as the advantages and disadvantages, of technologies in our lives and workplaces. The ICT curriculum is not intended to stand alone, but rather to be infused within core courses and programs.

Technology is best learned within the context of applications. Activities, projects and problems that replicate real-life situations are effective resources for learning technology. Students will learn:

- that, although technology is often complex, it is simply "a way of doing things"
- about the impact of technologies in their lives and workplaces
- how to determine which processes, tools and techniques to use, and when to use them
- how to use and apply a variety of information and communication technologies to problem solving, decision-making, inquiring and researching in the context of other subject matter.

Technology will serve today's students well - in entry-level work and beyond, in further study and lifelong learning, and in their personal lives as inquisitive, reflective, discerning and caring citizens. Advanced technologies are more pervasive today than they have ever been, and their uses are expanding continually. ICT is significantly enhancing and altering human activity, and enabling us to live, work and think in more ways than most of us ever thought possible. Since technology has an increasingly significant impact, and broad implications for everyone, individuals, groups and entire nations, students must be prepared to understand, use and apply ICT in effective, efficient and ethical ways.

A Way of Doing Things

Technology is about the ways things are done; the processes, tools and techniques that alter human activity. ICT is about new ways in which we can communicate, inquire, make decisions and solve problems. It is the processes, tools and techniques for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

For more information contact:

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(English Program)
Phone: (780) 422-0596 or toll-free in Alberta by dialing 310-0000
Email:
Joan.Engel@gov.ab.ca

Paul Lamoureux
(French Program)
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Email:
Paul.Lamoureux@gov.ab.ca

Software Tools

Computer-based software tools include:

- word processing
- databases
- spreadsheets
- draw/paint/graphics applications
- Internet browser
- email
- multimedia applications
- clipart/media clips.

Reference

www.education.gov.ab.ca/k_12/curriculum/bysubject/ict/

7

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Description of the Project

One of the smaller schools in Livingstone Range School Division, Stavely School has integrated technology into every classroom by the use of a wireless network, teacher laptops, and writing devices called Student Writers. This school of 70 students in grades K-6 also makes use of SmartBoard technology in every classroom.

The school equipped every room with a SmartBoard, classroom projector and a classroom laptop for use by the teacher. Each classroom has at least four computers for student use and one for input from the Student Writers. A mobile unit with more than 30 Student Writers is available to be booked by teachers. Students can sign out individual units.

Most lessons are presented with the aid of the SmartBoard technology and teachers use laptops to prepare lessons and store assignments. The entire student body is very comfortable with the Student Writers technology. Students type their ideas into the writer and then electronically send it to a classroom computer to be stored on the network.

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Results Achieved

The school is a model for integrating technology into student learning at the elementary level. Students enjoy being involved in the *Telus 2Learn* projects with other classes across the province and using the Student Writers technology to prepare assignments. Teachers use the laptops for most lesson preparation and assignments. Material is most often presented and received on the SmartBoard.

Resources and References

Information and Communication Technology

The Information and Communication Technology (ICT) curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. Students in Kindergarten to Grade 12 will be encouraged to grapple with the complexities, as well as the advantages and disadvantages, of technologies in our lives and workplaces. The ICT curriculum is not intended to stand alone, but rather to be infused within core courses and programs.

Technology is best learned within the context of applications. Activities, projects and problems that replicate real-life situations are effective resources for learning technology. Students will learn:

- that, although technology is often complex, it is simply "a way of doing things"
- about the impact of technologies in their lives and workplaces
- how to determine which processes, tools and techniques to use, and when to use them
- how to use and apply a variety of information and communication technologies to problem solving, decision-making, inquiring and researching in the context of other subject matter.

Technology will serve today's students well - in entry-level work and beyond, in further study and lifelong learning, and in their personal lives as inquisitive, reflective, discerning and caring citizens. Advanced technologies are more pervasive today than they have ever been, and their uses are expanding continually. ICT is significantly enhancing and altering human activity, and enabling us to live, work and think in more ways than most of us ever thought possible. Since technology has an increasingly significant impact, and broad implications for everyone, individuals, groups and entire nations, students must be prepared to understand, use and apply ICT in effective, efficient and ethical ways.

A Way of Doing Things

Technology is about the ways things are done; the processes, tools and techniques that alter human activity. ICT is about new ways in which we can communicate, inquire, make decisions and solve problems. It is the processes, tools and techniques for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

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Software Tools

Computer-based software tools include:

- word processing
- databases
- spreadsheets
- draw/paint/graphics applications
- Internet browser
- email
- multimedia applications
- clipart/media clips.

Reference

www.education.gov.ab.ca/k_12/curriculum/bysubject/ict/

8

Instruction at the High School Level Using a Synchronous Interactive Online Video Environment

Description of the Project

Red Deer Catholic Regional Division operates a synchronous learning environment between Notre Dame School in Red Deer and St. Matthew School in Rocky Mountain House. Alberta Innovation and Science has provided research funding for the project and private partners have provided support in other ways.

Students at St. Matthew School receive instruction in Mathematics 31 from the teacher at Notre Dame School. Using videoconferencing and SmartBoard technology students from both schools see each other in class and watch the teacher during instruction. Teacher questions are answered from both locations and general class discussions take place with students from both schools.

A Forestry course at St. Matthew is also taught to students at Notre Dame. In addition, a locally developed course, Learning Strategies, is available to students in both schools in this synchronous learning environment. In the future, it is anticipated that more courses will be available and that other sites will be able to access the same classes.

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Results Achieved

Students at St. Matthew School appreciate that they can access instruction in a relatively low enrolment course such as Mathematics 31. As well, students at Notre Dame appreciate that Mathematics 31 is offered at an alternative time in the daily schedule. Students in Red Deer appreciate that they can take the Forestry course that would not normally be offered in their school. The teachers note that students in this environment become more independent learners.

Resources and References

Rural Development Initiative

In February 2002, the Deputy Premier and Minister of Alberta Agriculture, Food and Rural Development (AAFRD) directed the department to develop a rural development strategy. This strategy was intended to respond to a lower economic and population growth and losses of essential services in rural Alberta, at a time when strong growth was being experienced in the urban centres of the province, particularly in the Calgary-Edmonton areas.

The Rural Development Initiative (RDI) is in the Government of Alberta 20-Year Strategic Plan: Rural Development Strategy that "focuses on providing a framework that will encourage sustained growth in rural Alberta and create opportunities to foster vibrant communites."

The RDI has been led by two rural MLAs, Doug Griffiths (Wainwright) and Luke Ouellette (Innisfail-Sylvan Lake). These two MLAs led a consultation process throughout the province by meeting with community organizations, rural stakeholders, and industry to request recommendations regarding rural development. The subsequent report, *Rural Alberta: Land of Opportunity*, was released in March 2004. It can be found on the Government of Alberta Web site: www.rural.gov.ab.ca/ralo_report.pdf.

The following recommendations in regards to learning and skill development are in the report:
Recognize the unique situation of small and remote schools in providing quality education.
Provide rural Alberta with reasonable local access to post-secondary, technical and professional training.
Build collaborative approaches with learning and skill development providers to better serve rural Alberta.
Implement the rural-focused recommendations contained in the report of the MLA Committee on Lifelong Learning.

For rural communities to remain vibrant and sustainable, Alberta Education will continue to play a leading role in developing the ability and capacity of communities to succeed in a knowledge economy. Many rural communities are faced with challenges in a changing economic reality, and education is essential for rural Albertans to be able to embrace new opportunities. Education's role in this regard is to ensure funding and supports recognize the unique needs of rural learners and communities, and that accessibility to education is not a barrier to learning opportunities. In turn, healthy rural communities and an adaptable rural workforce will benefit the rest of the province to ensure Alberta is well-positioned for long-term economic success.

For more information contact:

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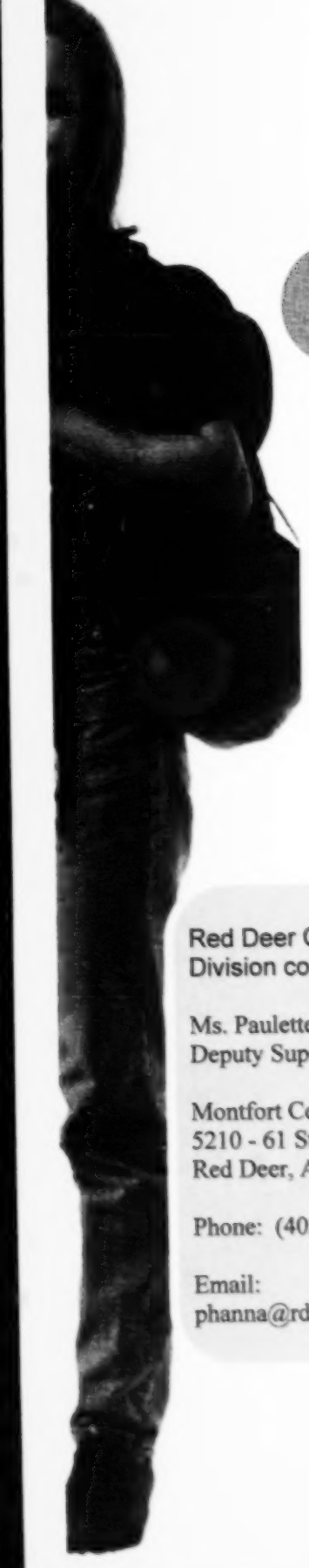
Minister's Advisory Committee on Small School Programming

An advisory committee was established in 2001 to provide the Minister of Education with ongoing advice on curriculum related issues, as well as promising practices, that relate to small schools in Alberta. Committee members represent the following:

- Administrators from small schools
- Alberta Education
- Alberta Home and School Councils' Association (AHSCA)
- Alberta School Boards Association (ASBA)
- Association of School Business Officials of Alberta (ASBOA)
- College of Alberta School Superintendents (CASS)
- Fedération des Conseils Scolaires Francophones de l'Alberta
- First Nations Education Authorities



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- First Nations Education Authorities

9

Instruction at the High School Level Using an Asynchronous Interactive Online Video Environment

Description of the Project

Grande Yellowhead Regional Division operates a videoconference network with all of its high schools and plans to extend the project in Fall 2005 to all elementary schools. The key applications for videoconferencing sessions include synchronous distance learning, administrative meetings and professional growth activities.

Grande Yellowhead Regional Division has taken a planned, graduated approach in planning distance education delivery options for students in high school and off-campus programs. A number of teacher and administrator focus group meetings were conducted on the videoconference network as a means to commence planning for distance delivery with the technology. Also, a small number of tutorial sessions in French and Mathematics were completed.

Coordination time for research and planning was provided in addition to the formal delivery of six 30-level CTS single credit modules among the high schools, a full course delivery of Mathematics 31 between Grande Cache High School and Jasper Junior Senior High School, and a Physics 20 unit between Niton Central School and Grand Trunk High School in 2003/2004. In 2004/2005 the focus was on the development of and delivery of Japanese, French, Cree, and German as second language options.

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Results Achieved

Expanded program offerings are provided to students. Initial feedback from students and teachers is positive regarding an instructional environment that is reliant on an integrated set of technologies beyond the videoconference connection.

Grande Yellowhead continues to partner with post-secondary institutions, Yellowhead Regional Educational Consortium, Alberta Distance Learning Centre. K-12 schools are a means to pilot and test videoconference connections that extend beyond the jurisdiction to meet the need of K-12 and adult learners in the West Yellowhead area.

Resources and References

Technology Standards and Solutions (TSS)

What

The intent of the TSS program is to enable positive outcomes for learners and the learning system and to address a range of issues related to technology implementation.

- Enhanced learning opportunities - design and implement a learner-centered system that supports the vision articulated in Campus Alberta.
- Affordable technology - development of system standards and the standardization of products and services resulting in better cost control and management.
- Equitable access to technology - enables all learners to have access to standard technologies, quality content and computer applications in their language of instruction.
- Interoperable systems - enables collaboration across sectors, such as between a high school and a post-secondary institution, or between a university and a teaching hospital.
- Sustainable technology solutions - includes a commitment to supporting technology implementation in a long-range, sustainable manner.

How

- Opportunities to reduce existing costs and leverage provincial buying power by making standard solutions available to the learning system will be identified and evaluated. Where appropriate, Alberta Education will invest in common technology solutions for the provincial education system.
- Alberta Education will lead the Technology Standards and Solutions (TSS) initiative with stakeholder involvement throughout. The process will involve the development of a provincial strategic plan for the initiative, including the setting of priorities and timelines.
- Vendors will be invited to showcase their products and services to Alberta Education on a regular basis. Showcase events will also be organized for stakeholder participation.

Why

During the implementation of SuperNet, a provincial broadband network, stakeholders began to express concerns about the need for provincial technology standards in order to ensure interoperability across SuperNet. At the same time, concerns about the cost of technology in schools were raised during the K-12 Funding Framework Review and the consultations for Alberta's Commission On Learning.

In response, on October 9, 2002, Dr. Lyle Oberg, Minister of Learning, announced the creation of a program to establish technology standards and solutions for the education system in Alberta.

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